Fountain Middle School
Multi-Tiered System of Supports
Framework

Fountain Fort-Carson School District 8
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## Problem Solving Team Referral Survey
Fountain Middle School

MTSS Philosophy

District 8 believes that, by establishing a comprehensive continuum of supports and services for ALL District 8 students, students are more likely to experience success academically and behaviorally. This continuum, or seamless system, is best conceptualized and delivered through the Multi-Tiered System of Supports Model (MTSS). This Model defines the process whereby students access appropriate levels of support and intervention, given their academic and/or behavioral needs. The MTSS Model is a school-wide initiative that allows for the utilization of resources for students in need of academic or behavioral support. MTSS provides a seamless system of interventions and resources which allow students to make significant progress. Research indicates that by developing a continuum of supports and services, or a seamless system of instruction and intervention, the needs of all students are more likely to be met.

The Multi-Tiered System of Supports Model utilizes instructional strategies consistent with current District 8 practices such as on-going screening and data analysis to inform instructional interventions, flexible use of building personnel with students, as well as collaborative problem-solving among staff and parents to improve student performance. Moreover, MTSS is effective only through a collaborative problem-solving approach to identify student needs, implement targeted interventions, utilize data to measure student progress as a result of the interventions, as well as monitor intervention integrity. The MTSS process requires the involvement of classroom teachers, parent(s), student (where appropriate), and building specialists (e.g., curriculum leaders, special education teachers, ELL teachers, Title I teachers, counselors, speech therapists, school psychologists, building leaders) as needed.
CORE PRINCIPLES (Colorado Department of Education)

We believe that...

• ALL children can learn and achieve high standards as a result of effective teaching.

• All students must have access to a rigorous, standards-based curriculum and research-based instruction.

• Intervening at the earliest indication of need is necessary for student success (Pre K-12).

• A comprehensive system of tiered interventions is essential for addressing the full range of student needs.

• Student results are improved when on-going academic and behavioral performance data are used to inform instructional decisions.

• Collaboration among educators, families and community members is the foundation to effective problem-solving and instructional decision-making.

• On-going and meaningful involvement of families increases student success.

• All members of the school community must continue to gain knowledge and develop expertise in order to build capacity and sustainability.

• Effective leadership at all levels is crucial for the implementation of MTSS.

DISTRICT 8 MTSS EXPECTATIONS

• The District 8 MTSS process is not considered a special education process or a roadblock to special education.

• All buildings will implement MTSS according to District 8 Guidebook to ensure consistency across the district, region and state. The Guidebook does allow for individualization in some areas based on the different needs of our schools.

• All schools will have a Problem Solving Team and will utilize true progress monitoring and CBM tools.

• Building principals will monitor the integrity of research-based interventions.

• All buildings will utilize the district MTSS documentation form for students in the problem-solving process.

• All buildings will utilize the district parent permission for assessment and intervention form for students in the MTSS process.

• Buildings will not solely utilize English Language Learner teachers and special education teachers and providers as interventionists for the problem-solving process. General educators should also implement targeted interventions.
The 5 Essential Components of CO-MTSS

Team-Driven Shared Leadership
Data-Based Problem Solving and Decision-Making
Family, School, and Community Partnering
Layered Continuum of Supports
Evidence-Based Practices

Formal Structures: Teaming

- Attributes of an effective team
- Teaming structures
- Systems teams

- Grade-Level Teaming Structure – Team consists of the four CORE teachers along with the grade-level counselor and administrator. The purpose of this “Kid Talk” meeting is to begin the analysis of teacher and formative data to identify strengths, weaknesses, and needs of students while aligning Tier 1 level interventions with student needs. Facilitator: MTSS Liaison.

- MTSS Meeting – Team regularly consists of the four CORE teachers along with any specialists invited to discuss and review previous interventions, while deepening interventions and moving towards a combination of Tier 1 and Tier 2 level interventions. Facilitator: MTSS Liaison

- Problem Solving Team – Team consists of all grade-level counselors, school psychologist, district behavioral and mental health specialist, and administration team. Other participants may include GT Coordinator, SLP, and other district and school specialists. The purpose of the PST team is to engage in discussions when CORE teams make a referral as a result of lack of sufficient achievement and growth at Tier 1 and Tier 2 level interventions. Facilitator: School MTSS
Multi-Tiered System of Supports

MTSS

Progress Monitoring

Screening:
- 100% of student participate in screening level of data identification.
- Examples of screening: Common Formative Assessments, Standards Based Assessments, Benchmarking Assessments.

Strategic Monitoring:
- Students at Tier 2 level interventions (at risk or failing to make adequate progress in general education classroom with reasonable Tier 1 interventions.
- Frequency – 2 times a month at minimum.

Intensive Monitoring:
- Students at the most intensive level of support, most likely Tier 3.
- Frequency – Weekly progress monitoring at a minimum.
Tier III Menu of Individual Supports for a FEW (High-risk students, 3-5%):
- FBA-based behavior intervention plan
- Replacement behavior training
- Home and community supports

Tier II Menu of Supports for SOME (Small Group & Individual Strategies, 10-25% of students)
- Behavioral Contracting
- Self-monitoring
- Structured Mentoring
- Class pass intervention
- Positive Peer Reporting
- Social skills groups with counselors/psychologist

Tier 1 Menu of Supports for ALL
- Differentiation
- Positive Recognition
- Check for Understanding
- Total Student Response
- Consistent Expectations
Tier 3: Intensive Problem Solving Team

**Academic Instructional Strategies and Interventions**
- Individualized/Small Group academic interventions
- Instructional strategies with increased intensity (frequency, length, group size)
- 1:1 tutoring

**Assessment and Progress Monitoring**
- Curriculum-based Measurement
- Diagnostic Academic Assessments

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Tier 2: Strategic MTSS Team Meetings

**Academic Instructional Strategies and Interventions**
- Math Intervention Group
- Reading Intervention Group
- Reteaching
- Peer tutoring
- Flexible grouping
- ALEKS Math Program

**Assessment and Progress Monitoring**
- Curriculum-based measurement (AIMSWEB)

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Tier 1: Universal Kid Talk Meetings

**Academic Instructional Strategies and Interventions**
- Differentiated Instruction
- CORE Curriculum
- Flexible Grouping
- Accommodations and modifications
- Kagan cooperative learning strategies
- Plan Innovative/High Energy/Engaging Lessons
- Check for Understanding/Re-teach ‘cloudy’ areas
- AVID WICOR Strategies

**Assessment and Progress Monitoring**
- PARCC & CMAS
- Scantron performance
- Formative assessments

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**Behavior Instructional Strategies and Interventions**
- FBA-based behavior intervention plan
- Replacement behavior training
- Home and community supports
- Intensive social skills group/Individual counseling

**Assessment and Progress Monitoring**
- Beck’s Inventories
- Behavior Assessment System for Children
- BRIEF

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**Behavior Instructional Strategies and Interventions**
- Behavior Contracting
- Self-monitoring
- Social Skills Groups with mental health staff – anger management, Why Try, LifeSkills
- Positive peer reporting
- Structured Mentoring
- School-home note
- Class pass intervention

**Assessment and Progress Monitoring**
- Behavior report cards
- Functional behavior assessment

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**Behavior Instructional Strategies and Interventions**
- Teaching schoolwide expectations
- 5:1 Positive Feedback -- School PRIDE tickets for acknowledging PRIDE expectations
- CORE team ticket redemption
- Capturing Kids’ Hearts Strategies – Greeting, Social Contracts, 4 Questions, and Good Things
- Classroom discipline response sequences
- Quarterly awards assemblies acknowledging PRIDE behavior
- Bi-monthly Social-Emotional Instruction
- Proactive classroom management strategies
- Active Supervision

**Assessments and Progress Monitoring**
- Discipline records
- Attendance
- Behavior Report Cards
MTSS Roles and Responsibilities

The MTSS Process will involve multiple moving parts and will include many team members. The MTSS Team functions as the Grade-Level Small Team, with some additional members. Each Grade-Level Small Team serves as an individual MTSS Team within the school MTSS Framework.

**Team Purpose:** The purpose of each MTSS Team is to review student data, behavior, and progress to identify needs of differentiation at all levels. Recommendations will be made to the MTSS team from the Grade-Level Small Team. The MTSS team will then identify supports and interventions, schedule meetings with parents, begin a formalized MTSS plan, complete data tracking, and make recommendations based on that data tracking. Finally, the MTSS Team may make recommendations to the Problem Solving Team if more intensive levels of interventions are required.

**Roles and Responsibilities:**

*MTSS Coordinator* – The MTSS Coordinator is also the grade-level MTSS Leader. The Coordinator is responsible for supporting grade-level Core Teams with questions relating to the MTSS Process, writing MTSS plans, accessing MTSS Intervention Books and Manuals, and will lead Grade-Level PST Meetings. They are the “Guide on the Side.”

*MTSS Team Liaison* – MTSS Team Liaisons will work closely with the MTSS Coordinators and are responsible for organizing Kid Talk and MTSS Team Meetings. The MTSS Liaison is responsible for ensuring that MTSS plans are developed and maintained for his/her team.

*MTSS Team Member* – Each MTSS Team Member (Including the MTSS Liaison) is responsible to participate in Kid Talk and MTSS Team Meetings. Team members will assist in identifying students requiring interventions in Grade-Level Small Team Meetings, organize meetings by calling parents and setting times, develop and implement MTSS plans, and tracking student data.
MTSS Administrator – Each grade-level administrator will serve as the administrator for each MTSS Team within his/her grade-level. The responsibility of the MTSS Administrator is to support the MTSS Coordinator and MTSS Liaison with running and organizing team meetings. The MTSS Administrator is also responsible for attending all Problem Solving Team Meetings.

Parent/Guardian – Parents are in integral part of the MTSS process. Parents are to be invited and involved in the development of any formalized MTSS Plan. Parents will provide input on strengths and weakness, interests, and past success to build upon. Parents will complete a survey which will provide valuable information necessary to the success of the MTSS Plan.

Student – Student engagement and buy in is a critical component to the success of an MTSS plan. Students will be invited and involved in the development of any formalized MTSS Plan. Students will complete interest inventories, and a student interview to provide valuable information necessary to the success of the MTSS Plan.

Kid Talk and MTSS Meeting Job Descriptions

MTSS Liaison – Responsible for facilitating the meeting and assigning job roles.

Recorder – Responsible for recording/maintain agenda and minutes from each meeting. Minutes will be maintained using Office 365.

Timekeeper – Responsible for keeping the team moving forward.

Coordinator – Responsible for making sure all required individuals are at the meeting.

Other Possible MTSS Team Members May Include:

- Gifted and Talented Coordinator
- Special Education Provider
- Success Academy Coordinator
- School Social Worker
- School Psychologist
- Trauma Informed Care Coach
- Instructional Coach
Level 1: MTSS Team Kid Talk -
Will identify students in need of differentiation at any level through 1. Standard Protocol -- Students meeting the criteria for Standard Protocol Placement will be moved to the MTSS Team. or 2. MTSS Process. Students identified for MTSS Process will have an Intervention Plan developed. These will be Tier I level interventions. The team will then implement interventions, collect data and monitor progress for 6-8 weeks to identify which students are responding to intervention.

Level 1: Grade Level MTSS Team Data Analysis - Grade-Level MTSS Teams will complete a 5 Why's Root Cause Analysis on all students recommended through Standard Protocol or not responding to the Tier 1 Intervention Plans. Accommodations and adjustments will be made based on the 5 Why outcomes.

Level 2: Grade Level MTSS Team and MTSS/RtI Plan-
Students not making the desired progress after the 5 Why Root Cause Analysis and adjustments will be recommended to the MTSS Team Liaison for more intensive problem identification and analysis to develop a formal MTSS/RtI Plan. The MTSS Liaison will lead the development of an MTSS Plan using the MTSS Problem Solving Process at Tier II Level Interventions.

Level 2: Grade Level MTSS Team Data Analysis - The building MTSS Team will maintain the MTSS/RtI Plan, track data, and evaluate student response to intervention. Adjustments at the Tier II Level may be implemented using the MTSS Problem Solving Process. Students not responding will be referred to the MTSS Problem Solving Team.

Level 3: MTSS Problem Solving Team -
The Problem Solving Team will be responsible for reviewing MTSS Plans and make recommendations for Tier III Level Interventions.

Level 3: Special Service Providers -
Upon the recommendation from the MTSS PST, SSP’s will begin implementing, co-teaching, and tracking Tier III Level Interventions. A review and recommendation will be made to the MTSS PST within 60 days of the initial implementation of TIER III Interventions.
Standard Protocol vs MTSS Process Protocol

There are 2 pathways for students demonstrating concerns at the onset of class: Standard Protocol and MTSS Process Protocol

1. Standard Protocol

Standard protocol is how we place students in class over the summer. We use previous test data points i.e. CMASS or PARCC, Spring Scantron, and previous class placement/teacher recommendation to determine the appropriate schedules for the beginning of the year. This allows us to have students where they need to be when the school year begins. We still use the 3 data points to look at this placement; however, the counseling and administrative teams do the majority of this placement with information from the year before. The reason this is called standard protocol is because we use a standard to place students in classes. For example, if a student scores unsatisfactorily on PARCC in Math, Tier 2 interventions may need to be in place in the general core class and the student may have a Success Skills (intervention) class.

Standard protocol needs to occur before September 1 and February 1. Teachers should be getting to know their students and reviewing data to determine if an error in placement has occurred. These errors can be corrected with a team discussion with changes communicated to counseling.

2. Problem Solving Process

If a concern is raised after September 1, the MTSS Team needs to rely on the provided Body of Evidence, documented implementation of interventions, and the collection of data points to determine a change in intervention or placement. We need to collect 3 data points to determine if the intervention is working or if a more intensive intervention is needed.

This process will follow the MTSS Flow Chart on pg 13, and will use the 5 Why Root Cause Analysis and MTSS Problem-Solving Process.
Before September and February 1st, teachers continue to analyze existing data, give benchmark assessments, and analyze the student’s level and needs to determine if the student has been accurately placed (advanced vs. general core; intervention vs. enrichment).

Over the summer students are placed in class based on:
* Test scores (Spring Scranton and PARCC)
* Teacher recommendation
* Contributing information (ALP, READ, IEP, MTSS/RtI plans, etc.)

Correct any placement errors with a team discussion. Communicate needed changes with counseling team.

Student placed properly. Differentiated instruction and behavior supports are happening at the correct tier.

After September or February 1st
If student begins to show academic or behavior concerns in current tier placement, move into MTSS Problem Solving Process.

MTSS Solving Team
Determine and implement responsiveness to interventions put in place for academic or behavior concern
* Build Body of Evidence
* Normed standard based assessments are used for progress monitoring
* 3 data points are collected to determine if the student is responding to the intervention
* Determine placement of student in appropriate class
MTSS Process

Step 1—Define the problem
What is the problem?

Step 2—Problem Analysis
Why is it occurring?

Step 3—Plan Implementation
What are we going to do about it?

Step 4—Evaluate Response to Intervention
Is it working?
What is the problem?

Step 1—Define the Problem

PURPOSE: To define the problem as the measurable difference between the desired outcome and the actual behavior or performance.

GUIDING QUESTIONS:
- What is the desired outcome?
- What is the actual performance?
- What is the difference between the two?
- If there is more than one problem determine which is the highest priority.
- Is the problem school-wide, grade level, whole class, small group, or individual?

OUTCOME CONSIDERATIONS
Academics, Social Behavior, Adults and Students

Why is it occurring?

Step 2—Problem Analysis

PURPOSE: To gather relevant information in the domains of instruction, curriculum, environment and the learner(s) through the use of reviews, interviews, observations and tests to determine contributing factors to the problem.

GUIDING QUESTIONS:
- Have we collected data about variables that are educationally relevant and alterable?
- Is the something we could change about the
  - INSTRUCTION
  - CURRICULUM
  - ENVIRONMENT
to increase the probability that learning will occur?

IMPORTANT CONSIDERATIONS

<table>
<thead>
<tr>
<th>Known Information</th>
<th>Unknown Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>THIS IS WHAT WE WANT!</td>
<td>Disregard or Low Priority</td>
</tr>
<tr>
<td>Assessment Questions</td>
<td>DON'T GO HERE!</td>
</tr>
</tbody>
</table>
**What are we going to do about it?**

**Step 3—Plan Implementation**

**PURPOSE:** To select and implement a system support or an intervention that is focused on what to teach, how best to teach it, and how to monitor progress.

**What is the simplest thing that can be done that has the greatest impact?**

**GUIDING COMPONENTS:**
- System supports or interventions must be based upon data and knowledge gained through the steps of problem definition and problem analysis.
- System supports or intervention plan development includes selection of an evidence-based practice, determination of who will be responsible, alignment of resources, how fidelity of implementation will be measured, how progress will be monitored, and specific decision points criteria met.
- Progress monitoring involves collecting, graphing and using data frequently.
- Progress monitoring requires plan development including **who, what, when, and how** frequently data are collected and reviewed.

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**Is it working?**

**Step 4—Evaluate Response to Intervention**

**PURPOSE:** To determine the effectiveness of implemented system supports or interventions and make appropriate educational decisions.

**GUIDING QUESTIONS:**
- Was the system support or intervention successful?
- Does the plan require more time and monitoring or modification?
- Was the system support or intervention implemented with fidelity?
- Was the outcome met according to set criteria?
- Do we have the resources to sustain these supports?
- Do we need to go back to previous steps?
- Celebrate progress!
Kid-Talk Agenda

Norms:

1. Stay Engaged and Be On Time
2. Speak the Truth – I statements
3. Experience Discomfort
4. Expect and Accept Non-Closure
5. Listen to Understand
6. Share the Air
7. Professional and Not Personal
8. If You Think It Twice  Speak It

Purpose:

The purpose of the Kid-Talk Meeting **IS** to identify students who are in need of enrichment, behavioral or academic interventions, and initiate quality teaching measures aligned with the needs of students.

The purpose of the Kid-Talk Meeting **IS NOT** to complain about student behavior, plan lessons or fieldtrips, or anything unrelated to enrichment or interventions.

Date: __________
Team Members Present: _________________________________________________________
Student Discussed: ________________________

1. Identification of Concern

2. Outcome of 5 Why Root Cause Analysis

3. Suggested Action

4. Person Responsible for Follow-Up

Student Discussed: ________________________

1. Identification of Concern

2. Outcome of 5 Why Root Cause Analysis

3. Suggested Action

4. Person Responsible for Follow-Up
Student Discussed: ________________________

1. Identification of Concern

2. Outcome of 5 Why Root Cause Analysis

3. Suggested Action

4. Person Responsible for Follow-Up

Student Discussed: ________________________

1. Identification of Concern

2. Outcome of 5 Why Root Cause Analysis

3. Suggested Action

4. Person Responsible for Follow-Up

Up Next for Kid-Talk:

Member Responsibilities
Kid-Talk and MTSS 5 Whys

Sakichi Toyoda, one of the fathers of the Japanese industrial revolution, developed the technique in the 1930s. He was an industrialist, inventor and founder of Toyota Industries. His technique became popular in the 1970s and Toyota still uses it to solve problems today.

Toyota has a "go and see" philosophy. This means that its decision making is based upon an in-depth understanding of the processes and conditions on the shop floor, rather than reflecting what someone in a boardroom thinks might be happening.

The 5 Whys technique is true to this tradition, and it is most effective when the answers come from people who have hands-on experience of the process being examined. It is remarkably simple: when a problem occurs, you uncover its nature and source by asking "why" no fewer than five times. Here it is in action:

Problem: Your client is refusing to pay for the leaflets you printed for them.

1. Why? The delivery was late, so the leaflets couldn’t be used.
2. Why? The job took longer than we anticipated.
3. Why? We ran out of printer ink.
4. Why? The ink was all used up on a big, last-minute order.
5. Why? We didn’t have enough in stock, and we couldn’t order it in quickly enough.

Counter-measure: We need to find a supplier who can deliver ink at very short notice.

Using the 5 Whys in MTSS – There are two Scenarios to use the 5 Whys in MTSS:

Scenario 1 – There is a student in need of an adjustment to the common, grade-level curriculum in the classroom.

Scenario 2 – There is a student who is not engaged in the classroom curriculum, and is misbehaving in the classroom as a result of these low levels of engagement.

Define the Problem – (When is the problem occurring, where is the problem occurring, and what precedes the problem) ________________________________
_______________________________________________________________________________

1. Why? ________________________________________________________________________
2. Why? ________________________________________________________________________
3. Why? ________________________________________________________________________
4. Why? ________________________________________________________________________
5. Why? ________________________________________________________________________
MTSS Team Agenda

Norms:

1. Stay Engaged and Be On Time
2. Speak the Truth – I statements
3. Experience Discomfort
4. Expect and Accept Non-Closure
5. Listen to Understand
6. Share the Air
7. Professional and Not Personal
8. If You Think It Twice → Speak It

Purpose:

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<table>
<thead>
<tr>
<th>Date: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Members Present:</td>
</tr>
<tr>
<td>Student Discussed:</td>
</tr>
</tbody>
</table>

1. Review Goal and Progress Monitoring Data. What trends do you see?

2. Evaluate if Intervention is Working/Not Working. Ask the 4 Questions:
   i. Is it working in some places but not others?
   ii. Has someone found a better way of implementing these interventions in their class?
   iii. Is the intervention being implemented as discussed consistently across teachers?
   iv. Does data need to be collected a different way?

3. Keep Intervention the Same if Working/Revise if Not Working

4. Record/Update Information in MTSS Spreadsheet
   1. Review and/or Add to Tier 1 Documentation Tab in Spreadsheet

5. Develop an MTSS Plan for Student –
   i. Assign responsibilities – Entering plan into ALPINE, Monitoring Plan, Contacting Parent
How to Copy or Create a New MTSS Plan – Quick Cheat Sheet

1. Log-in to Alpine.

2. Click Student Measures ➔ Student Plans ➔ Response to Intervention.

3. In the “Lookup” space, enter the student’s last name and push the “Enter” key.

4. Click on the student’s name.

5. a) To copy a plan, go to the top (most recent) entry and click on the yellow square under the “Actions” column. When you run your cursor over this square it will say “copy.”

   b) To create a new plan, click the green plus sign next to the statement “Add a new Response to Intervention (RTI) record.”

6. Now, just type into the plan! Don’t forget to push “Validate – Save and Close” at the bottom of the plan before exiting to save your work.
Writing the MTSS Plan – Some Guidelines

1. Complete all “Required” Sections.

2. In the “Background” section, include details necessary for your team members to better understand the student’s history and to help them understand the student’s needs. It is particularly important to include information from the “RTI Review” section of the student’s previous plan, as this should be a summary of their progress during the previous year. It is also helpful to list the previous interventions that have been tried and those that have been unsuccessful or successful. Parent input can be added at the MTSS meeting. If you are copying a plan, you can keep a lot of this information the same.

3. In the “Need and Goal Identification” section, please fill out all areas except “Related CO Standards” (unless you really want to!)

4. Fill out the “Accommodations/Modifications” section if the student needs these. If you click on the blue “Instructional Accommodations,” labels, examples will pop up in another window. Students on MTSS plans do NOT need modifications.

5. In the “Interventions” section, you can leave any previous interventions as they are – the MTSS plan is a running record. To insert your new intervention, scroll down to the first blank intervention section and fill out all areas. Tier 1 interventions are universal, best practice teaching strategies that are delivered in the classroom, Tier 2 interventions are more targeted, and Tier 3 are the most intensive interventions and specifically tailored to that individual student. Common Tier 2 interventions might include Literacy Intervention, Math Intervention, or Positive Reinforcement and Corrective Feedback through Point Sheets. The intervention must directly address the stated need/goal that you listed in the “Need and Goal Identification” section. For example, if the student scored Unsatisfactory on Math TCAP and At-Risk on the Math Scantron, an appropriate intervention would be a Math intervention.

6. In the “Progress Monitoring” section, delete any previous progress monitoring by clicking the “scissors” icon. Record how your team will monitor the student’s progress in the intervention – this should be directly related to their goal. Record how frequently you will monitor progress – student progress at Tier 3 should be monitored more frequently than students at Tier 2 (e.g., every two weeks at Tier 3, monthly at Tier 2).

7. Copy and paste the final “RTI Review” summary from the previous MTSS plan to the “RTI Review: Review #1” section on the new plan. At this year’s parent meeting, complete the “RTI Review: Review #2” section.
# MTSS Editing Form

<table>
<thead>
<tr>
<th>Section</th>
<th>MTSS Liaison</th>
<th>MTSS Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area of Concern:</strong> Concern matches goal, intervention, and progress monitoring tool.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Background:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Background is completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Background:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If attendance is an issue, # years in school, # schools attended, # grades repeated, # absences, and # tardies are completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Background:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If behavior is an issue, # behavior referrals is completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Background:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All boxes from Academic Performance-Assets to Other Heath Concerns/Issues are completed based on relevance to concern.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Background:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All current assessment data are included in the assessment scores section.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Background:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All boxes from Progress Monitoring Reports to Synthesis of Background Information are completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Need and Goal Identification:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All boxes are completed. Need must match “Area of Concern.” Evidence of Goal Attainment is measurable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accommodations &amp; Modifications:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accommodations match student needs. No modifications are listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interventions:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interventions match “Area of Concern” and “Need and Goal Identification.” All boxes from Name of Intervention to Date of Intervention Started are completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Progress Monitoring:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All boxes are completed in the description sections.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Review and Update of Overall RTI Status:</strong></td>
<td></td>
<td></td>
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<tr>
<td>A new review date is added and all boxes are completed for each review (this may be left blank before the meeting and completed at the meeting). Estimated Date of Next Review is accurate.</td>
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</table>
MTSS Process Checklist

MTSS Process Checklist to be maintained by MTSS Liaison and reviewed by MTSS Coordinator throughout the MTSS Process Protocol.

Tier 1:

_____ Team recognizes student is having academic or behavioral difficulty and uses the MTSS Process Protocol to identify problem and brainstorm Tier 1 interventions.

_____ Team member makes parent contact. Tier 1 interventions implemented and parent meeting held if necessary. Parent contact/meetings are documented in the Tier 1 Documentation tab of the team MTSS spreadsheet. An MTSS Intervention Plan is developed.

_____ Multiple Tier 1 interventions are tried and outcomes are documented in the Tier 1 Documentation tab of the team MTSS spreadsheet. Data points are collected in the area of concern in order to determine response to intervention

Tier 2:

_____ If Tier 1 interventions are unsuccessful, MTSS Liaison assists grade level team members in completing the MTSS Plan for students with academic and/or behavioral needs during a problem-solving meeting. DOES THIS HAPPEN BEFORE ALL THE DATA IS COLLECTED? BEFORE THE REFERRAL FORM IS COMPLETED?

_____ MTSS Liaison sends the MTSS Referral Form to the MTSS Coordinators for review.

_____ The Problem Solving Team gathers information necessary to define the academic or behavior problem and shares the information at a problem solving team meeting. The team participates in a brainstorming session to develop Tier 2 intervention strategies for the MTSS/RTI plan and sets up a meeting with parents to occur during MTSS Planning Period.

_____ MTSS meeting held with team teachers, counselors, and parents. Plan is finalized.

_____ Make copies of MTSS plans to give to each team teacher. Share MTSS behavior information with electives teachers

_____ Student name is added to the team MTSS spreadsheet. MTSS Liaison assists team in monitoring student progress and evaluating intervention effectiveness.

_____ MTSS Team documents progress in MTSS plan—If progress is not made, a meeting should be held to discuss changes to interventions/tier.
## Tier 3:

<table>
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<tr>
<th>If Tier 2 interventions were unsuccessful, hold team meeting to brainstorm Tier 3 interventions and invite relevant specialists — ELL, psychologist, counselors, behavior consultant, etc. Schedule a meeting with parents and increase tier to Tier 3. Continue to monitor progress and collect data.</th>
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<tr>
<td>If student is still struggling, consider an alternate Tier 3 intervention by referring student to MTSS Problem Solving Team.</td>
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</table>

### Success Academy Entry Consideration Requirements:

- MTSS Plan with documentation of interventions tried AND progress monitoring data collected

Check all that apply:

- **Struggling Academically**
  - Two F’s in two core classes for at least two quarters
  - GPA has dropped to a 1.5 or lower

- **Attendance**
  - 5 day letter home
  - Attendance Plan

- **Behavior**
  - Three or more referrals that have resulted in suspension or Teen Court
  - Habitually demonstrates disruptive behavior

- Placement requested by student services expulsion hearing officer

- Parent meeting is held on potential placement into Success Academy with SA Instructor, School Administrator, MTSS Liaison, and Counselor.
Problem Solving Team Agenda

Norms:

1. Stay Engaged and Be On Time
2. Speak the Truth – I statements
3. Experience Discomfort
4. Expect and Accept Non-Closure
5. Listen to Understand
6. Share the Air
7. Professional and Not Personal
8. If You Think It Twice → Speak It

Purpose:

The purpose of the Problem Solving Team Meeting IS to identify students who are in need of enrichment, behavioral or academic interventions, and initiate quality teaching measures aligned with the needs of students.

The purpose of the Problem Solving Team Meeting IS NOT to complain about student behavior, plan lessons or fieldtrips, or anything unrelated to enrichment or interventions.

Date: _________
Team Members Present: ____________________________________________________________
Student Discussed: ________________________

1. In 3 sentences, what is the behavior of concern?

2. Which underdeveloped skills do you think underlie the behavior?

3. Which helpful interventions are currently in place to address these underdeveloped skills?

4. Which interventions have been tried consistently and weren’t helpful?

5. What are the antecedents of the behavior? When and where is it most likely (or least likely) to occur?

6. Which interventions are in place to mitigate these antecedents?

7. What is the typical response or consequence for the student when this behavior happens? Do these responses maintain the behavior or help solve the problem?

8. What should our next steps be and who is responsible for them?
GAP ANALYSIS WORKSHEET

INFORMATION NEEDED

1. What is the skill deficit area?

2. What progress monitoring tool will measure the aforementioned skill?

3. What is the current benchmark expectation on the above tool for the student’s peer group?

ESTABLISH THE GAP

1. Divide the current benchmark expectation by current performance of the student
   ___________________ / ___________________ = ___________ gap

2. Divide the current benchmark expectation by the average performance of the student’s grade level peer group
   ___________________ / ___________________ = ___________ gap

3. After considering the peer group’s performance, is the student’s gap significant? *

4. How do you know? The team must compare the student’s gap to the gap of other students in his/her peer group.

* Is the gap significant in relation to the gap of typical peers? For example, if 60% of students have a gap of 2.0 for a specific skill deficit, 2.0 would not be a significant gap for that group. Gap significance should be identified as being in the bottom 10% of a peer group. Gaps that are consistent across a peer group should be supported with universal intervention.
Parent Consent Form

Our school is committed to supporting student success. If a student experiences a specific need in academics or behavior, it is important for school personnel and parents to work together. We want to include you in the planning and monitoring of your student’s targeted interventions.

At this time we would like to request your permission for our Problem Solving (MTSS) Team to conduct a variety of assessments to specifically plan a targeted/intensive intervention for your student. As a result of these assessments we request your permission for specialists to provide interventions to assist your student. A record of your student’s assessment, interventions, and progress will be kept in an intervention file at the school. The quality and effectiveness of interventions for your student will be strengthened by your involvement.

Parent Consent Statement

I give consent for my student to participate in targeted assessment/intervention with the appropriate intervention specialist. I understand that I am invited to participate in the planning and monitoring of my student’s school success as relates to these assessments and interventions. I understand that I will be given feedback as to the meaning and results of the assessments and interventions; and will receive information/ideas on how to support school success at home.

Parent/Guardian Signature ___________________________ Date___________

Intervention Facilitator ________________________________

Telephone _________________ email _______________________@ffc8.org
Parent Questionnaire

My child’s strengths include (interests, hobbies):

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Concerns for my child include: ____________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

My child is motivated by: _______________________________________________________
____________________________________________________________________________
____________________________________________________________________________

My expectations for my child are: ________________________________________________
____________________________________________________________________________
____________________________________________________________________________
**Student Questionnaire**

I’m good at:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Things I like about school are:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

My concerns are:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Student Interest Survey

1. The three things that I do best in school are:
   1. __________________________
   2. __________________________
   3. __________________________

2. Some of the things that I would like to work on this year are
   __________________________________________________
   __________________________________________________
   __________________________________________________

3. I would like to learn more about __________________________
   __________________________________________________
   __________________________________________________

4. Outside of school, my favorite activity is __________________________
   __________________________________________________

5. My hobbies are __________________________
   __________________________________________________

6. The clubs, organizations or private lessons that I participate in are __________________________
   __________________________________________________
   __________________________________________________

7. My favorite sport is __________________________
   __________________________________________________

8. The sports that I play in and out of school are __________________________
   __________________________________________________
9. My three favorite books are:
   1. ______________________
   2. ______________________
   3. ______________________

10. One of my favorite authors is _______________
because___________________________________

11. If I could choose between watching television, playing video
games or using the computer, I would
pick________________ because________________________________________
___________________________________________________________________

12. I enjoy these types of reading: (circle those that apply)
   Story Books                         Craft/Games/Puzzles
   Fiction
   Non-Fiction
   Fairy Tales
   Geography
   Comics
   Sports

13. The person that I consider to be a hero is ______________________
because___________________________________________________________
_________________________________________________________________

14. I have traveled to __________________________________
If I could pick a place to travel to, I would choose______________________________
___________________________________________________________________

15. Some of the chores and responsibilities that I have at home are ______________
___________________________________________________________________________________

16. Three of my friends are: _____________________________________________
_______________________________________When I am with my friends we like to
___________________________________________________________________

17. Something about me that I'd like to share with you is
___________________________________________________________________
___________________________________________________________________
Resources for MTSS Tier 2 and Tier 3 Interventions

Websites

http://www.interventioncentral.org/

Intervention Central is a site that includes evidence-based academic and behavioral interventions. Also includes classwide strategies, ideas to increase motivation, reinforcement ideas and progress monitoring tools.

http://ebi.missouri.edu/

The Evidence Based Intervention Network is a site that includes descriptions and videos of academic and behavioral evidence-based interventions. The interventions are categorized into different sections based on the reason for the student’s difficulty demonstrating the skill.

http://www.pbisworld.com/

The PBIS World website provides examples of tier 1, tier 2, and tier 3 behavior interventions. The site allows the viewer to search for interventions based on the target behavior or to search based on the tier of intervention.

http://www.escambia.k12.fl.us/pbis/rtib/

This is a school website with helpful links and resources/ideas. The Tier 2 Toolbox has particularly helpful descriptions of possible Tier 2 interventions.

Literature


These two books provide great strategies to try with students prior to referring to MTSS and after they have been referred. The books are organized by behavior and corresponding strategies/interventions. Can be found in Ellen Anderson’s Office.

• Kid-Talk – The Kid-Talk stage is the entry level of quality teaching for all students. At this level the process is focused on how to create the highest quality classroom instructional environment for all students.

• MTSS Team – The MTSS Team is primarily focused on students who are not responding to classroom interventions, or who need enrichment beyond the classroom environment. At this level, formal MTSS plans and process are initiated.

• Problem Solving Team – The Problem Solving Team is designed to produce school-wide consistency when moving beyond the typical Tier 2 level of support. This team is focused on providing the most strategic and intensive resources available.

• PLC – The PLC Process is interwoven with the previously discussed stages of MTSS. Whereas the MTSS stages are focused on the delivery of instruction and identification of interventions, the PLC team is responsible for (1) What students need to learn; (2) How we are going to assess mastery; and (3) what is going to be done when students either demonstrate mastery or don’t. The PLC process informs the MTSS Process; they are not separate entities.